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ABSTRACT

This report presents a proposal made by a Utah task force appointed to establish a plan for a district school library media program to best serve the students and staff of that district. The introductory section discusses the priorities on which the proposal focuses, the philosophy of education in a school library media center, and the aims, purposes, and objectives of the school library media centers. Job descriptions at the district, elementary, and secondary levels are provided in the second section. A third section outlines program development--both current and at a five-year interval--and includes discussions of management and maintenance procedures in the school library media centers, professional training and development of media specialists, and district level support meetings. The fourth section is devoted to program components, e.g., media production services, public information, program evaluation, networking, budgeting, selection and purchasing of non-human resources, teaching responsibilities of the media specialist, and the media specialist's responsibility for information retrieval skills curriculum and participation in the formulation of the total school curriculum. (CGD)

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Library Media Services in the Cache County School District - Recommendations of the Library Media Task Force

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Abstract

On October 23, 1987, Superintendent of the Cache County School District, Clark L. Puffer, appointed six individuals to the task of establishing a plan for library media services in the district. Named the Library Media Task Force, the committee met over the course of the 1987-88 school year to gather information and develop a plan of action.

Once the preliminary report was assembled, all of the school district's library media specialists reviewed and evaluated the document. Changes and corrections were made to the document and it was then presented to the superintendent for review. Some additional changes resulted which were then incorporated into the final version of the plan. The plan was presented to the Cache School Board and it was approved for implementation on May 18, 1988.

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Introduction

Charged with the task of reshaping a district school library media program, the task force was confronted with the changing landscapes of information, communication and education. Almost as a reflection of these shifting societal forms, the school library media programs of Utah and the nation seem to have been in danger of reduction or elimination. In Utah, only three of forty school districts have certificated, full time staffing in every library media center. The Cache School District is one of the three districts that meets the minimal criteria.

The lack of innovative programs surfacing in the nation today, despite the advances in computer technology and various communications networking systems, was apparent when current literature was surveyed and professional associations were contacted. A debt of gratitude is extended to the American Association of School Librarians for providing the task force with early copies of chapters from the **Information Power** document (AASL and AECT, 1988, Chicago, Illinois: American Library Association).

Rather than giving into this momentary pause in the evolution of the school library media program, the task force choose to enter into the change and to begin to mold new features into the program. Melding new technologies, creating foundations to allow for future constructions with unforeseen technologies and drawing from the strengths of the individuals who have given so much to shelter and nurture the school library media program, the following pages contain suggestions for a district school library media program to best serve the students and staff of the Cache County School District.

The proposal as offered focuses on the following priorities:

1. Maintaining the professional status of library specialists in the staffing patterns at <u>all</u> educational levels.

2. Teaching information retrieval skills and relating these skills to the curriculum (as will be outlined in the state core).

3. Providing instructional materials for students and teachers.

4. Building and establishing quality media collections to facilitate the above.

5. Providing professional services to all students, teachers and administrators in the district.

Philosophy of Education in a School Library Media Center

We believe that education is a means of individual development and social improvement, that every individual is educable, that the library media specialist should provide educational opportunities for everyone.

1. We believe that the primary purposes of school library media centers are:

   a. To serve the educational community (i.e. students, teachers, administrators, and parents); therefore, the school library media specialist should provide for each individual the kind and amount of material which will assist them in all phases of living.

   b. To serve the school; therefore, the school library media specialist should coordinate a library media center that:

      1. is the school's chief agency for the inquiry, organization, and dissemination of truth and knowledge and ideas.
      2. is an impartial, nonpartisan, classless agency which provides for the recognition and harmonization of the total school.
      3. reflects the interests and serve the needs of the school community.

2. We believe that the school library media center programs should be closely related to the school and should therefore:

   a. share the responsibility for the direction of the student's education.

   b. encourage contributions from all members of the educational community in the formulation of school library media center policies and procedures.

   c. take into consideration the needs of the individual school in determining characteristics of the collection.

3. We believe that to accomplish these aims, purposes, and objectives, the school library media specialist should:

   a. inspire students to high scholastic achievement.

   b. provide experiences in a variety of areas both curricular and recreational reading.

   c. focus on the present as well as anticipated needs and interests.

   d. recognize individual differences and adjust the program to the mental and physical maturity of each student.

   e. cooperatively works with teachers and administration to select equipment and materials that are pertinent to the curriculum.

Aims, Purposes, and Objectives

In addition to meeting minimum requirements for the academic courses, the following are Aims, Purposes, and Objectives of the school library media centers:

1. Basic Skills - The teaching of basic information skills and their effective application shall constitute the major responsibility of the library media specialist.

2. Aesthetics - To help each student enrich his/her life through an appreciation for the wonders of literature, the power of information.

3. Leisure Time - To provide the student with guidance, training and experience in a wide variety of recreational reading and viewing and to teach the importance of the worthwhile use of leisure time.

4. Human Relations - To help each student respect, understand, be interested in, and be able to get along well with others.

5. Self-Development - To help each student discover and magnify their own unique abilities.

6. Information and Knowledge - To develop in the student an inquiring mind, the ability to think critically and constructively use and knowledge.

7. Citizenship - To give each student a feeling of personal responsibility for the materials in the school library media center.

Job Descriptions

District Level

Administrative Advocate

The administrative advocate will be the link between the district administration and the school library media programs throughout the school district. It is hoped that the person who is given this position will have a strong background in school library media centers. Also essential is that this person understand the philosophy, goals and objectives of a good school library media program.

On a district level there are two new roles which need to be created. The specialists filling these roles would be assigned to work with all school library media centers to enhance existing programs and to create a needed continuity between centers. In addition, one full time assistant will provide clerical support.

Instructional Support Specialist: (halftime position)

It is envisioned that the responsibilities will include:

1. centralizing purchases of media materials
2. developing consistency among collections
3. centralizing the processing of media materials
4. selecting media (with input from individual schools)
5. providing inservice to school library media staff
6. developing a district professional collection
7. developing a data base of materials
8. organizing district media meetings to include:
    1. select and evaluation of media materials
    2. development of curriculum
    3. network library media programs and collections

Technology Support Specialist (halftime position)

It is envisioned that the responsibilities will include:

1. developing a district media center
2. duplicating audio and video tapes
3. coordinating instructional T.V.
4. producing in-house materials
5. utilizing technology
6. coordinating equipment repair
7. developing and coordinating computer utilization
8. providing inservice to the school library media staff

Elementary Level

A trained, certificated library media specialist will be assigned to oversee each elementary school library media center. This professional will cooperatively work with other library media specialists in the general geographic area. One team will represent the north and another the south end of the school district. A team leader will be chosen to lead each team. In addition to a full time professional, each center will be staffed with a part-time assistant to perform nonprofessional duties. This person's responsibilities will be determined by the need and size of the school to which they are assigned.

Each individual library media specialists will:

1. direct the work of assistants.
2. select and catalog materials not handled by the district library media specialists.
3. teach information retrieval skills to appropriate grade levels.
4. establish, maintain, and oversee the operation of computer utilization at the building level.
5. implement the Gifted and Talented program.
6. provide reading guidance for students and teachers.
7. provide instructional development services for teachers in the schools.
8. coordinate specific curriculum areas (i.e. science).
9. suggest item purchases in different subject areas.

Each team of library media specialists will work together to:

1. develop materials and ideas to teach information retrieval skills to appropriate grade levels.
2. establish, maintain, and oversee the operation of computer utilization.
3. implement the Gifted and Talented programs.
4. share techniques for providing reading guidance to students and teachers.
5. share techniques for providing instructional development services to the teachers in the schools.
6. provide a support structure to assistant one another with library media center administration and programs.

Secondary Level

A trained, certificated library media specialist will be assigned to oversee each middle school library media center. At the high school level, the equivalent of 1.5 trained certificated library media specialists, will be assigned. This professional will cooperatively work with other library media specialists in the general geographic area. One team will represent the north and another the south end of the school district. A team leader will be chosen to lead each team. In addition, each high school library media center will have an assigned library media assistant to perform nonprofessional duties. This person's responsibilities will be determined by the need and size of the school to which they are assigned.

The individual library media specialists will:

1. direct the work of the assistants.
2. select and catalog materials not handled by the district library media specialists.
3. teach information retrieval skills to appropriate grade levels.
4. establish, maintain, and oversee the operation of computer utilization.
5. implement the Gifted and Talented program.
6. provide reading guidance for students and teachers.
7. provide instructional development services for teachers in the schools.
8. coordinate specific curriculum areas (i.e. science).
9. suggest item purchases in different subject areas.

Each team of library media specialists will work together to:

1. develop materials and ideas to teach information retrieval skills to appropriate grade levels.
2. establish, maintain, and oversee the operation of computer utilization.
3. implement the Gifted and Talented programs.
4. share techniques for providing reading guidance to students and teachers.
5. share techniques for providing instructional development services to the teachers in the schools.

Program Development

Management and Maintenance

There are various maintenance procedures that can be completed in each individual school library media center, as well as some that can be completed on a district wide level.

Minor repair of books and equipment can be handled in each building under the supervision of the school library media specialist. Major repairs however, do need to be sent out to other facilities to be completed.

Books that need to be rebound can be sent once a year in a district bundle.

Equipment that needs major repairs should be sent to a technician or a firm that can complete the necessary repairs. It is possible that service contracts could be purchased for the entire district to do needed work.

The management of the materials collections should be decided within each school consistent with district school library media center guidelines. This is due to the fact that the patrons being served in each school will have different needs.

Each school library media specialist needs to decide how the materials in their school should be circulated to best serve the population. This includes books, audiovisual materials and equipment.

Management also includes keeping the collection current. Weeding of materials must be completed to keep the material presented to the patrons up to date.

Current:

There is a person from the university who will repair some equipment, but he is very hard to get a hold of and he comes at odd hours. The library media specialist at Mountain Crest High School will work on 16mm projectors and other media equipment such as VCR's, cassette recorders, etc. Otherwise, each school is responsible for getting their own equipment fixed. Books to be rebound are sent each spring from the whole district. Each school is to decide how to manage their collection as far as circulation and weeding.

5 Year:

A district level technician for equipment repairs.

Management of materials circulation is still on individual school level.

Professional Training and Development

The school library media specialists need to be kept abreast of new developments and materials available. We can not all read every article that is published or attend every workshop that is offered.

Short courses and workshops need to be available to us within the district in order that we may keep current and serve our patrons to the best of our ability.

The following are <u>some</u> of the areas that should be considered for information sessions:

book repair
simple equipment repair
single camera video
visual literacy
basic photography skills
proper equipment set up
proper equipment use
trouble shooting equipment
software selection
equipment selection
cataloging
gifted and talented
collection weeding
filmstrip and cassette repair
new technology
copyright
working with vendors
starting the school year
closing the school year/inventory

There are a variety of individuals for us to draw on from both in and out of the district to present these topics. These professional training sessions should be incorporated into the monthly school library media specialists meetings.

(It is possible that other interested teaching personnel may wish to be a part of these information sessions.)

<u>Current:</u>
There are monthly library media meetings that are designed to give the staff information on the above-mentioned items.

<u>5 Year:</u>
Continual opportunities for inservice education.

District Level Support Meetings

In order to enhance the services that the school library media specialists offer to the schools they serve there should be regularly scheduled group meetings held.

The format for these meetings should be flexible enough to allow for discussion and presentation of current issues and information. They need not follow the same format for every meeting.

These meetings should be directed by the district-level school library media director or one of the group members.

Inservice subjects could be covered in these meetings.

Current:
There are meetings with Logan City Schools and the public library staff. The meetings are held at 3:30 p.m., the second Thursday of the month.

1 Year:
An inservice program will be designed and developed based upon the needs that are identified by the library media specialists. District and Community resources will be used where appropriate.

SUGGESTIONS

District level meetings should be held at the school district office after school hours, so they will not disrupt the service to the schools by our absence.

School library media specialists should be allowed one District Leave Day to attend a state professional meeting, i.e. ULA or UELMA. This would be other than our own personal or unrestricted leave days.

EVALUATION CONCERNS -

Extent of the school population it reaches.

Level of participation by teachers and students.

Effectiveness of leadership and its cooperative efforts in instructional design and its implementation.

Ability to establish priorities with the school administration resulting in sufficient budget for materials and equipment, and the way that these funds are allocated.

Extent of cooperation with other media programs and community agencies.

Satisfaction, rewards, and growth of the school library media staff.

Career Ladder involvement with the establishment of planning days.

Develop a list of library media substitutes.

Program Components

Production

Media production services provide for the preparation of materials not available from other sources and for the creation of materials by students or other users to enhance self-discovery and expression. Materials are produced in print, visual, auditory, and tactile formats for individual use, for presentations, and for small and large group activities. Uses of locally produced media range from a single application to incorporation of these materials into the district or school collection.

Guidelines

1. Local production of materials is performed at both district and individual school levels. The district production program both gives leadership to and complements production at the individual school level.
2. Production of materials not available from other sources is emphasized.
3. The production program supports the curriculum and applies knowledge of teaching/learning processes.
4. The goal of production is to match format to message.
5. The production program provides for the design and creation of materials by students and teachers, as well as by the media staff.
6. Policies for the production program recognize copyright laws and guards against their violation.
7. Production procedures insure that user requests are met promptly and efficiently

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School	District
Current: Elementary, middle and high schools have limited production supplies and time and lack of support personnel. No district center.	
5 Year Plan: Develop inservice for teachers & students on different ways to produce needed materials.	Begin to build a district production center to meet curriculum objectives.
10 Year Plan: Media staff to provide and maintain convenient work areas, engages in production, and gives consultative and technical assistance to production on a building level.	District production center with staff to be able to give emphasis to staff development programs, consultative help, and technical assistance in implementing school-based production programs. To provide leadership and guidance in media production activities by students and teachers.

Public Information

Public information is the communications process by which the media staff provides and transmits information about media program objectives and functions to develop public awareness and support.

Guidelines

1. Goals for the public information program are established through the planning process and reflects understanding of the various audiences to be reached.
2. Satisfaction of user needs in the most essential component of effective public relations.
3. Public information and public relations are considered in all areas of media program operations and are provided on a continuing basis.
4. The public information program provides for coordinated exchange of information with other agencies at district, regional, state, and national levels.
5. Provisions for collection and analysis of data on the media program are based on the utility of the data for program evaluation and public information purposes.
6. Public information is recognized as an effective tool in assuring intellectual freedom for users.

School	District
Current:	
Public information is by individual schools only. It is very limited.	No district coordination in dispersal of media information.

5 year plan:

Develop a district and individual school plan for all schools in the district so that the same message is being disseminated.

10 year plan:

Same as five year plan with the addition of a district media person.

Program Evaluation

The purpose of evaluation is to assess the degree to which goals and objectives have been met and to determine the effectiveness of program elements in relation to their achievement. Such evaluation results in the continuation of a program element or its modification or discontinuance. Evaluation is the only professional basis for such decisions.

The media staff uses evaluation as an ongoing process by which to determine the effectiveness of the program in achieving stated objectives. The findings of evaluation are applied in planning for program modification, budgeting, staff deployment, collections development, and public information.

Guidelines

1. Effective planning for media programs rests upon adequate evaluation of program elements and it yields information for program planning and improvement.
2. Evaluation is a continuous process, conducted at all levels (district and school), involving both staff and users of the library media program.
3. The director of the district library media program plans and coordinates internal evaluation of the media program at district and school levels and works with other district personnel in the planning for evaluation of the media program within the context of the total education program.
4. In addition to continuing evaluation, in-depth evaluations of media programs of media program elements are made at periodical intervals.
5. Evaluations conducted by persons or groups outside the school district contribute additional information and insights for program improvement.

School

District

Current:

At the present time the media programs in Cache County School District are not regularly evaluated. Library media specialists are evaluated yearly as; part of the career ladder program. However, the instrument used to evaluate library media specialists is the same instrument that is used to evaluate teachers and does not adequately evaluate the functions performed by a library media specialist. In addition, a yearly report is submitted to the State Office of Education outlining the status of library media collections and services. However, little feedback is received and the progress of program development is not tracked at the district-level.

1 Year:

Establish a committee of library media specialists to design an evaluation procedure and instrument to be used in the evaluation of school library media specialists and school library media program should take place in the context of the total educational program.

Train administrators to use the evaluation process and instrument to evaluate school library media specialists and school library media programs.

5 Year:

Conduct ongoing evaluation of school library media specialists and school library media programs by media staff and users.

Conduct ongoing evaluation of the district library media program.

10 Year:

Conduct special evaluation projects (school and district) by outside valuators, offering a more objective view of the program and expert advice from recognized outside consultants. A combined internal/external evaluation may be conducted.

Networking

Networking is the exchange of materials, equipment, information, and services among individuals, groups, or institutions. Networking includes coordinating development of the community resources file, developing policies that facilitate school use of community resources, coordinating telecommunications activities within the district, and investigating and arranging for district-wide participation in larger-area (multi district, regional, state) media programs that afford extended access to broader media resources.

Guidelines

1. A coordinated system which allows for access to materials in any school in the district.
2. Access to information sources beyond the school and the district is provided by such means as cooperative arrangements with community agencies.
3. Principles of cost-effectiveness are used in determining the best level (s) and location (s) -- classroom, school library media center, district, or other -- at which to provide media for various purposes.
4. The media program provides opportunities for students to learn how to make self-directed searches for knowledge.
5. The test of any delivery system is how well it provides convenient, flexible, and speedy access to all media.

School	District
Current:	
At the present time there is no district-wide coordination of services and only an informal exchange of materials.	
1 Year:	
Automate all school library media centers in the district.	Network between all schools so that all holdings in the district can be accessed from an individual school. Centralize all dubbing services and distribution of tapes made from the state. Network with the Logan Public Library and make use of the OCLC system.
5 Year:	
Participate in distance learning projects and take advantage of KUED inservice.	

1. DISTANCE LEARNING PROJECTS: There are two distance learning projects on the air at this time. The Central Utah Education Service Center - Richfield is airing, for the second year, and Advanced Placement English program Monday through Friday at 9:30 am. Roosevelt has a computer program also airing Monday through Friday at 12 noon. Both of these programs are high in quality. (Teletopics Media Memos, November 1987)
2. Block scheduling of programs broadcast from the state office.
3. Special Inservice air time: KUED - Channel 7 has offered some air time on a once-a-week basis at approximately 3:00 pm to set up a live in-servicing time. It will be set up as a on-way video (from KUED) and two-way audio (KUED & you).

Budget

Budgeting is the financial aspect of planning for the Library Media Program. The budget identifies specific program objectives based on user needs, identifies resources required to accomplish these objectives, and presents the financial requirements to supplying these resources.

Guidelines

1. The media program is an integral part of the instructional program rather than a support service and the media budget provides the resources for teaching and learning.
2. The head of the building media program works with the principal in creating budget recommendations to submit to the district direction.
3. The media budget is developed cooperatively and is based on program goals and objectives including the core curriculum.
4. Where decentralization places budgeting for media program resources under the individual school, the head of the school media program, the principal, and the district media director concur in its approval.

School and District

Current:
Available money is determined by the central office administration. Spending of the appropriations are made by school media specialists in consultation with the building principles.

1 Year:
Available money is determined by the central office administration. Spending of the appropriation is made by school media specialist in consultation with the building principals and district media director.

5 Year:
A - District Media Director prepares a media budget to present to the superintendent. The budget is obtained from consulting with building media specialists, and principals from each school. Appropriations are then made to each school. The district media budget is kept separate from the schools.
B - Same as 1 year program.

10 Year:
Same as the 5 year plan.

Purchasing - Selection

Purchasing encompasses the entire operation of supplying the non human resources of the total media program.

Guidelines

1. Purchasing for district and school media programs is coordinated by the director of the district media program acting upon recommendations and requested from the heads of the school media programs.
2. Centralized purchasing is used for greatest possible economy.
3. Purchasing policies and procedures recognize the importance of the school media specialist being able to respond to the instructional design and program goals of the school.
4. Purchasing policy and procedure provide for acquisition of materials, equipment and supplies at the time of need even on short notice.
5. Purchasing policies and procedures provide for evaluation of materials and equipment prior to purchase.

School and District

Current:
Purchases are determined by the school library media specialist. Purchases are made by the use of district purchase orders or by drawing on local school funds for later district reimbursement.

1 Year:
The majority of purchases are made by the district media director as a result of requests from local school media specialists. Local school media specialists are given freedom to purchase unique items and short notice items.

5 Year:
Same as 1 year except that all requests are network linked into central computer at district office. A data base of every schools holdings will be on a central data base to aid in purchasing decisions.

10 Year:
Same as 5 year except that purchases will be computer linked direct to supplier. Either local school specialist of district direction can order for local schools.

Teaching

Teaching responsibilities for the library media specialist include the following:

1. Promoting reading/viewing by children and young adults.
2. Providing information retrieval skills and reference services.
3. Helping teachers teach by providing ongoing support for the curriculum.

School and District

Current:
We are aware of these three areas, but find it difficult to allow enough time and thought to adequately deal with them. The constraints of inadequate funding, little to no clerical help and constant need to redefine our role have lead to frustration and the inability to fulfill the above mentioned teaching responsibilities.

1 Year:
Relieve the library media specialist of clerical duties in order to expand into the three teaching roles listed above.

2 Years and beyond:
Establish library media specialists as instructional design consultants for all levels of the curriculum. Media aides should be placed at the middle school level.

Curriculum

Implementation of the 'core' curriculum of Information Retrieval skills should be occurring in each school library media center.

The school library media specialist should also be active participants in the formulation of total school curriculum. By becoming Instructional design consultants, we can help the teaching staff implement individual subject curriculums.

Support services in terms of materials, facilities, and equipment must be provided to the teacher in order that they may effectively teach the curriculum.

School and District

Current:
We try to consider all areas of the curriculum as we do our materials selections and as we teach the students information retrieval skills. Budget and time restraints seriously interfere with the execution of these activities.

1 Year:
Consider the school library media specialists becoming subject area curriculum specialists. This would enhance our role in the school when dealing with teachers.